

Philosophy

The Brookings Schools believe that children and youth who begin each day as healthy individuals can learn more and learn better. Therefore, the Brookings Schools support wellness, good nutrition and regular physical activity as a part of the total learning environment. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that no child is left behind.

The Brookings School District believes:

- Schools have a responsibility to give children the knowledge and skills needed for successful living.
- Education and health are interrelated. Physical and mental health problems of students erode both their health status and their educational achievement, limiting their potential. Student's emotional health and well being positively influence academic progress and success.
- Many health problems, which are largely preventable, are influenced by specific behaviors and practices established during youth and continuing into adulthood.
- Prevention efforts are cost-effective, while the social and economic costs of inaction are intolerable. Failures in school, underachievement, and related health problems have serious repercussions for students, their families, and ultimately the social and economic health of the nation.
- Effective schools link the efforts of the student, the family, the school and the community to consider the whole child, including academic achievement, physical and emotional health, and social adjustment.

K-2 ELEMENTARY NATIONAL HEALTH STANDARDS

HEALTH EDUCATION STANDARD 1

Students will comprehend concepts related to health promotion and disease prevention and disease prevention to enhance health.

- 1.1 Identify that healthy behaviors affect personal health.
- 1.2 Recognize that there are multiple dimensions of health.
- 1.3 Describe ways to prevent communicable diseases.
- 1.4 List ways to prevent common childhood injuries.
- 1.5 Describe why it is important to seek health care.

HEALTH EDUCATION STANDARD 2

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.1 Identify how the family influences personal health practices and behaviors.
- 2.2 Identify what the school can do to support personal health practices and behaviors.
- 2.3 Describe how the media can influence health behaviors.

HEALTH EDUCATION STANDARD 3

Students will demonstrate the ability to access valid information and products and services to enhance health.

- 3.1 Identify trusted adults and professionals who can help promote health.
- 3.2 Identify ways to locate school and community health helpers.

HEALTH EDUCATION STANDARD 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.1 Demonstrate healthy ways to express needs, wants and feelings.
- 4.2 Demonstrate listening skills to enhance health.
- 4.3 Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.
- 4.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

HEALTH EDUCATION STANDARD 5

Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.1 Identify situations when a health-related decision is needed.
- 5.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

HEALTH EDUCATION STANDARD 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.1 Identify a short-term personal health goal and take action toward achieving the goal.

6.2 Identify who can help when assistance is needed to achieve a personal health goal.

HEALTH EDUCATION STANDARD 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

7.2 Demonstrate behaviors that avoid or reduce health risks.

HEALTH EDUCATION STANDARD 8

Students will demonstrate the ability to advocate for personal, family, and community health.

8.1 Make requests to promote personal health.

8.2 Encourage peers to make positive health choices.

Kindergarten Education Content Standards **Content, Indicators, Assessments, and Resources**

*The Health Curriculum is often integrated with other curricular areas such as reading, science and guidance. Special events, particularly safety days and community resource people are utilized to implement the Health Curriculum

Content	Instructor	Performance Indicators	Assessments	Resources
<u>Personal and Family Health</u>				
Valuing uniqueness	Counselor	1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.2, 4.1, 4.4, 5.1, 5.2, 7.1		<u>Health Smart Curriculum</u> School Nurse <i>Scrubby Bear</i>
Understanding feelings	Counselor			
Expressing anger in healthy ways	Counselor			
Identifying people who care	Counselor			
Knowing your body	Teacher			
Reading body signals	Teacher			
Responding to injuries	Teacher			
Getting help when sick or hurt	Teacher			
Washing hands to be healthy	Teacher			
Brushing teeth to be healthy	Teacher			
Taking medicines safely	Teacher			
Safety and Injury Prevention				
Identify safe people and places	Counselor	1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.1, 3.1, 3.2, 4.4, 5.1, 5.2, 7.1, 7.2		<u>Health Smart Curriculum</u>
Find help to be safe	Counselor			
Being safe in traffic	Teacher			

Being safe when you walk	Teacher			
Being safe when you cross the street	Teacher			
Getting help to cross the street	Teacher			
Making street smart choices	Teacher			
Being safe riding in a car	Teacher			
Evaluating emergency situations	Teacher			
Getting help in emergencies	Teacher			
<u>Nutrition and Physical Activity</u>				
Eating to be healthy	Teacher	1.1, 4.1, 6.1, 7.1		<u>Health Smart Curriculum</u>
Understanding hungry and full body signals	Teacher			
Choosing to eat healthy foods	Teacher			
Identifying health food favorites	Teacher			
Drinking plenty of water	Teacher			
Setting a goal to drink plenty of water	Teacher			
Knowing and liking your body	Teacher			
Using your body in different ways	Teacher			
Setting a goal to move every day	Teacher			
<u>Tobacco and Alcohol Prevention</u>				

Understanding the effects of tobacco on the lungs	Counselor	1.1, 1.2, 3.1, 3.2, 4.1, 4.4, 5.1, 7.1		<u>Health Smart Curriculum</u>
Understanding the effects of tobacco on the body	Counselor			
Being tobacco free and health	Counselor			
Describing the effects of tobacco to others	Counselor			
Avoiding secondhand smoke	Counselor			
Getting help to stay away from secondhand smoke	Counselor			
Choosing to be tobacco free	Counselor			
Expressing tobacco-free intentions	Counselor			

First Grade Health Education Content Standards

Content, Indicators, Assessments, and Resources

*The Health Curriculum is often integrated with other curricular areas such as reading, science and guidance. Special events, particularly safety days and community resource people are utilized to implement the Health Curriculum.

Content	Instructor	Performance Indicators	Assessments	Resources
<u>Personal and Family Health</u> Recognize feelings of belonging Understand families are special and different in their own ways Understand how friends help you be healthy Understand different feelings Listening to others Washing hands to be healthy Choosing clothing to protect yourself from weather Getting plenty of sleep	Counselor Counselor Counselor Counselor Teacher Teacher Teacher	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.2, 4.1, 5.1, 7.1, 7.2		<u>Health Smart Curriculum</u>
<u>Safety and Injury Prevention</u> Identify feeling safe Accessing people who can help you stay safe Walking safely Crossing the street safely Planning a safe route	Counselor Counselor Teacher Teacher Teacher	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.2, 4.4, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2		<u>Health Smart Curriculum</u>

Understanding passenger safety	Teacher			
Advocating for passenger safety	Teacher			
Thinking ahead to prevent fires	Teacher			
Demonstrating proper school fire drill procedures	Teacher			
Demonstrating safe actions during a fire	Teacher			
Calling for emergency help	Teacher			
<u>Nutrition and Physical Activity</u>				
Drinking water to be healthy	Teacher	1.1, 1.2, 6.1, 7.1		<u>Health Smart Curriculum</u>
Pledging to drink more water	Teacher			
Understanding the importance of breakfast	Teacher			
Identifying healthy breakfast foods	Teacher			
Choosing healthy breakfast foods	Teacher			
Pledging to eat a healthy breakfast daily	Teacher			
Knowing and liking your body	Teacher			
Moving your body to be healthy	Teacher			
Pledging to move more	Teacher			
<u>Tobacco and Alcohol Prevention</u>				
Understanding the	Counselor	1.1, 1.2, 1.3, 1.4,		<u>Health Smart</u>

negative outcomes of smoking		2.1, 2.3, 3.2, 4.1, 7.1, 7.2, 8.1, 8.2		<u>Curriculum</u>
Understanding the dangers of secondhand smoke	Counselor			
Identifying why people start smoking tobacco	Counselor			
Choosing to be tobacco free	Counselor			
Identifying personal reasons for being tobacco free	Counselor			
Advocating to be tobacco free	Counselor			
Exploring family desires about being tobacco free	Counselor			

Second Grade Health Education Content Standards

Content, Indicators, Assessments, and Resources

*The Health Curriculum is often integrated with other curricular areas such as reading, science and guidance. Special events, particularly safety days and community resource people are utilized to implement the Health Curriculum.

Content	Instructor	Performance Indicators	Assessments	Resources
<u>Personal and Family Health</u>				
Living in a growing and changing family	Counselor	1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 4.1, 4.4, 5.1, 5.2, 7.1		<u>Health Smart Curriculum</u>
Understanding that families are special and different in their own ways	Counselor			
Analyzing families on TV	Counselor			
Recognizing that families can help their members be healthy	Counselor			
Choosing healthy role models	Counselor			
Identifying troublesome feelings	Counselor			
Getting help with troublesome feelings	Counselor			
Understanding a growing and changing body	Teacher			
Preventing colds	Teacher			
Washing hands to be healthy	Teacher			
Preventing cuts and burns	Teacher			
Treating cuts and burns	Teacher			

<p><u>Safety and Injury Prevention</u></p> <p>Identifying safe people, places and things</p> <p>Choosing to be smart and safe</p> <p>Being safe on the street</p> <p>Advocating for safe behaviors</p> <p>Being safe as a passenger</p> <p>Understanding how strong emotions can influence safety choices</p> <p>Being safe when home alone</p> <p>Being safe around water</p> <p>Being safe on a bike</p> <p>Making bike smart decisions</p> <p>Expressing intentions to be safe</p>	<p>Counselor</p> <p>Counselor</p> <p>Teacher</p> <p>Teacher/ Counselor</p> <p>Teacher</p> <p>Counselor</p> <p>Counselor</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p>	<p>1.1, 1.3, 1.4, 3.2, 5.1, 8.2</p>		<p><u>Health Smart Curriculum</u></p>
<p><u>Nutrition and Physical Activity</u></p> <p>Drinking plenty of water every day</p> <p>Advocating for others to drink water</p> <p>Eating breakfast every day</p>	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p>	<p>1.1, 2.3, 4.1, 6.1, 7.1, 8.1, 8.2</p>		<p><u>Health Smart Curriculum</u></p>

Setting a goal to eat healthy breakfast foods	Teacher			
Choosing fruits and vegetables as healthy snacks	Teacher			
Setting a goal to eat 5 fruits and vegetables a day	Teacher			
Celebrating your body	Teacher			
Setting goal to exercise and stretch every day	Teacher			
<u>Tobacco and Alcohol Prevention</u>				
Understanding dangers of all forms of tobacco	Counselor	1.1, 3.2, 4.4, 5.1, 6.1, 7.1, 8.1, 8.2		<u>Health Smart Curriculum</u>
Understanding addiction	Counselor			
Dealing with tobacco use by family	Counselor			
Choosing to be tobacco free	Counselor			
Getting support for being tobacco free	Counselor			

Grades 3-5 NATIONAL HEALTH STANDARDS

HEALTH EDUCATION STANDARD 1

Students will comprehend concepts related to health promotion and disease prevention and disease prevention to enhance health.

- 1.1 Describe the relationship between health behaviors and personal health.
- 1.2 Identify examples of emotional, intellectual, physical, and social health.
- 1.3 Describe ways in which a safe and healthy school and community environment can promote personal health.
- 1.4 Describe ways to prevent common childhood injuries and health problems.
- 1.5 Describe when it is important to seek health care.

HEALTH EDUCATION STANDARD 2

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.1 Describe how the family influences personal health practices and behaviors.
- 2.2 Identify the influence of culture on health practices and behaviors.
- 2.3 Identify how peers can influence healthy and unhealthy behaviors.
- 2.4 Describe how the school and community can support personal health practices and behaviors.
- 2.5 Describe ways that technology can influence personal health.

HEALTH EDUCATION STANDARD 3

Students will demonstrate the ability to access valid information and products and services to enhance health.

- 3.1 Identify characteristics of valid health information, products and services.
- 3.2 Locate resources from home, school and community that provide valid health information.

HEALTH EDUCATION STANDARD 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.1 Demonstrate effective verbal and non-verbal communication skills to enhance health.
- 4.2 Demonstrate refusal skills to avoid or reduce health risks.
- 4.3 Demonstrate non-violent strategies to manage or resolve conflict.
- 4.4 Demonstrate how to ask for assistance to enhance personal health.

HEALTH EDUCATION STANDARD 5

Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.1 Identify health-related situations that might require a thoughtful decision.
- 5.2 Analyze when assistance is needed when making a health-related decision.
- 5.3 List healthy options to health related issues or problems.
- 5.4 Predict the potential outcomes of each option when making a healthy related decision.
- 5.5 Choose a healthy option when making a decision.
- 5.6 Describe the outcomes of a health related decision.

HEALTH EDUCATION STANDARD 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.1 Set a personal health goal and track progress toward its achievement.
- 6.2 Identify resources to assist in achieving a personal health goal.

HEALTH EDUCATION STANDARD 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.1 Identify responsible personal health behaviors.
- 7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

HEALTH EDUCATION STANDARD 8

Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.1 Express opinions and give accurate information about health issues.
- 8.2 Encourage others to make positive health choices.

Third Grade Health Education Content Standards

Content, Indicators, Assessments, and Resources

*The Health Curriculum is often integrated with other curricular areas such as reading, science and guidance. Special events, particularly safety days and community resource people are utilized to implement the Health Curriculum.

Content	Instructor	Performance Indicator	Assessments	Resources
<u>Personal and Family Health</u>				<u>Health Smart Curriculum</u>
Assessing unsafe situations	Counselor	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 4.1, 5.1, 5.2, 5.3, 5.5, 6.1, 7.1, 7.2, 7.3, 8.1, 8.2		
Asking for help in unsafe situations	Counselor			
Dealing with bullying	Counselor			
Advocating against bullying	Counselor			
Predicting future health	Teacher			
Assessing personal health behaviors	Teacher			
Setting a goal for positive health behaviors	Teacher			
Preventing common diseases – heart disease, stroke, cancers, diabetes and HIV	Teacher			
<u>Safety and Injury Prevention</u>				<u>Health Smart Curriculum</u>
Understanding feelings of being safe	Counselor	1.1, 1.4, 2.3, 2.6, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2		
Thinking ahead to be safe	Counselor			
Teaching others to be safe	Counselor			
Getting the right kind of	Counselor			

<p>help</p> <p>Setting a goal to be safe</p> <p>Identifying people who can help you reach your goal</p> <p>Advocating to be safe</p> <p>Sharing the safety message with family and others</p>	<p>Counselor</p> <p>Counselor</p> <p>Counselor</p> <p>Counselor</p>			
<p><u>Nutrition and Physical Activity</u></p> <p>Drinking plenty of water</p> <p>Eating a healthy breakfast</p> <p>Assessing body feelings after eating breakfast</p> <p>Eating 5 fruits and vegetables a day</p> <p>Identifying food choices and influences</p> <p>Selecting healthy food choices</p> <p>Keeping a food diary</p> <p>Evaluating food choices</p> <p>Setting a goal to eat healthy meals</p> <p>Identifying positive personal characteristics</p> <p>Setting a goal to move more and sit less</p> <p>Accessing support to move more and sit less</p>	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Counselor</p> <p>Teacher</p> <p>Teacher</p>	<p>1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 5.3, 5.5, 6.1, 6.2, 7.1, 7.2</p>		<p><u>Health Smart Curriculum</u></p>

<u>Tobacco and Alcohol Prevention</u>				
Understanding tobacco and alcohol myths	Counselor	1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.5, 2.6, 3.1, 4.1, 4.2, 5.1, 5.2, 5.4, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2		<u>Health Smart Curriculum</u>
Choosing to be tobacco and alcohol free	Counselor			
Identifying support to be tobacco and alcohol free	Counselor			
Directing your own tobacco- and alcohol-free life	Counselor			
Expressing intentions to be tobacco and alcohol free	Counselor			
Turning off the pressure to use tobacco and alcohol	Counselor			
Understanding where pressure comes from	Counselor			
Saying NO to tobacco and alcohol	Counselor			
Advocating for others to be tobacco and alcohol free	Counselor			

Fourth Grade Health Education Content Standards

Content, Indicators, Assessments, and Resources

*The Health Curriculum is often integrated with other curricular areas such as reading, science and guidance. Special events, particularly safety days and community resource people are utilized to implement the Health Curriculum.

Content	Instructor	Performance Indicator	Assessment	Resources
<u>Personal and Family Health</u>				
Understanding stress	Counselor	1.1, 1.2, 1.3, 1.4, 2.3, 3.1, 3.2, 4.3, 4.4, 5.2, 5.3, 5.4, 5.5, 6.1, 7.1, 7.2, 7.3, 8.1, 8.2		<u>Health Smart Curriculum</u>
Evaluating stressful situations	Counselor			
Dealing with stress in healthy ways	Counselor			
Understanding conflict	Counselor			
Managing conflict in healthy ways	Counselor			
Understanding a growing and changing body	Nurse			
Dealing with growing up	Nurse			
Assessing talents and skills	Counselor			
Predicting your future	Counselor			
Setting a goal to be healthy	Teacher			
Getting help with growing up and changing	Nurse/Counselor			

<u>Safety and Injury Prevention</u>				
Understanding risk taking	Counselor	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 3.2, 4.1, 4.2, 4.3, 5.2, 5.3, 5.4, 5.5, 7.1, 7.2, 7.3		<u>Health Smart Curriculum</u>
Assessing good and bad risks	Counselor			
Planning ahead to be safe	Counselor			
Assessing feelings about risks	Counselor			
Identifying safe people and places	Counselor			
Assessing feelings	Counselor			
Responding to signals that something is wrong	Counselor			
Understanding personal support	Counselor			
Understanding when to get personal support	Counselor			
Accessing personal support	Counselor			
Resisting peer pressure and dares	Counselor			
<u>Nutrition and Physical Activity</u>				
Eating healthy	Teacher	1.1, 1.2, 2.1, 2.2, 2.3, 2.5, 6.1, 7.1, 7.2		<u>Health Smart Curriculum</u>
Using the Food Guide Pyramid to eat healthy	Teacher			
Understanding that different foods help the body in different ways	Teacher			

Understanding how much to eat from each food group	Teacher			
Setting a goal to eat healthy and exercise	Teacher			
Keeping a food and exercise journal	Teacher			
Analyzing influences on body image	Teacher			
Liking your body	Teacher			
<u>Tobacco and Alcohol Prevention</u>				
Identifying reasons to say NO to tobacco and alcohol	Counselor	1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 7.1, 7.2, 7.3, 8.1, 8.2		<u>Health Smart Curriculum</u>
Advocating to be tobacco and alcohol free	Counselor			
Understanding issues about tobacco and alcohol	Counselor			
Analyzing media influences to use tobacco and alcohol	Counselor			
Saying NO to tobacco and alcohol as a healthy choice	Counselor			
Demonstrating effective tobacco and alcohol resistance skills	Counselor			
Helping others say NO to tobacco and alcohol	Counselor			

Fifth Grade Health Education Content Standards

Content, Indicators, Assessments, and Resources

*The Health Curriculum is often integrated with other curricular areas such as reading, science and guidance. Special events, particularly safety days and community resource people are utilized to implement the Health Curriculum.

Content	Instructor	Performance Indicators	Assessments	Resources
<u>Personal and Family Health</u>				
Identifying feelings associated with puberty	Nurse	1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 2.1, 2.2, 2.4, 2.6, 3.1, 3.2, 5.1, 5.3, 5.4, 5.5		<u>Health Smart Curriculum</u>
Assessing personal, physical and emotional changes	Nurse			School Nurse
Understanding puberty	Nurse			
Responding to concerns during puberty	Nurse			
Shaping peer norms that value different feelings, changes and choices during puberty	Counselor			
Understanding and caring for a boy's body	Nurse			
Understanding and caring for a girl's body	Nurse			
Understanding menstruation	Nurse			
Communicating respectfully	Counselor			
Shaping peer norms that value choices that respect and protect one's future	Counselor			

Getting help with concerns and challenges of puberty	Nurse			
Examining issues related to puberty	Nurse			
<u>Safety and Injury Prevention</u>				
Valuing being safe at school	Counselor	1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 2.2, 3.1, 3.3, 3.4, 3.5, 3.6, 4.2, 4.4, 5.7, 6.1, 6.3, 7.2, 7.4, 7.5		<u>Health Smart Curriculum</u> Guidance Counselor
Expressing personal rights and responsibilities for being safe at school	Counselor			
Practicing school safety procedures	Teacher			
Analyzing media messages	Counselor			
Understanding casual cruelty	Counselor			
Taking a stand against media violence and casual cruelty at school	Counselor			
Recognizing signs of bullying	Counselor			
Understanding reasons for bullying	Counselor			
Identify feelings of victims of bullying	Counselor			
Preventing and reporting bullying	Counselor			
Understanding school fights	Counselor			
Valuing not fighting	Counselor			
Identifying feelings around fights	Counselor			

Recognizing influence of peers on school fights	Counselor			
Preventing and avoiding school fights	Counselor			
Helping a friend or classmate who is in trouble	Counselor			
Expressing intentions to help create a safe school	Counselor			
Shaping peer norms that value safe schools	Counselor			
<u>Nutrition and Physical Activity</u>				
Understanding healthy eating guidelines	Teacher	1.1, 1.6, 1.8, 2.2, 3.2, 3.4, 4.1, 6.1, 6.2, 6.4, 6.5, 6.6		<u>Health Smart Curriculum</u>
Understanding food serving sizes	Teacher			
Eating healthy foods in the right amounts	Teacher			
Assessing personal food choices	Teacher			
Eating healthy on special occasions and when eating out	Teacher			
Shaping peer norms that value healthy eating	Teacher			
Shaping peer norms that value exercise and physical activity	Teacher			
Recognizing the importance of exercise and physical activity	Teacher			
Understanding guidelines for exercise and physical activity	Teacher			

Identifying potential barriers to exercise and ways to overcome them	Teacher			
Assessing personal exercise and physical activity	Teacher			
Setting a goal to eat healthy and exercise	Teacher			
Tracking progress toward healthy eating and exercise goals	Teacher			
Managing personal exercise and nutrition programs	Teacher			
Staying motivated to exercise and eat healthy	Teacher			
<u>Tobacco, Alcohol and Other Drug Prevention</u>				
Identifying negative effects of alcohol on the body and brain	DARE	1.1, 1.2, 1.4, 1.5, 1.8, 2.4, 2.6, 3.1, 3.3, 3.4, 4.1, 4.2,		<u>Health Smart Curriculum</u>
Understanding alcohol and addiction	DARE	4.4, 5.6, 6.1, 6.2, 6.3, 7.2, 7.4, 7.5		<u>DARE Program</u>
Understanding the danger of alcohol experimentation	DARE			
Expressing intentions to not experiment with alcohol	DARE			
Connecting alcohol use and feelings	DARE			
Understanding the influence of peers on alcohol use	DARE			
Connecting personal				

choices, consequences and alcohol use	DARE			
Analyzing the influence of media on alcohol use	DARE			
Identifying reasoning to be alcohol free	DARE			
Using peer power to keep self and others alcohol free	DARE			
Recognizing alcohol abuse	DARE			
Getting help when family members abuse alcohol	DARE			
Expressing intentions to be alcohol free	DARE			
Helping others be alcohol free	DARE			
Shaping peer norms that value being alcohol free	DARE			

Middle School NATIONAL HEALTH STANDARDS

HEALTH EDUCATION STANDARD 1

Students will comprehend concepts related to health promotion and disease prevention and disease prevention to enhance health.

- 1.1 Analyze the relationship between healthy behaviors and personal health.
- 1.2 Describe the interrelationship of emotional, intellectual, physical, and social health in adolescence.
- 1.3 Analyze how the environment impacts personal health.
- 1.4 Describe how family history can impact personal health.
- 1.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.6 Explain how appropriate health care can promote personal health.
- 1.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

HEALTH EDUCATION STANDARD 2

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.4 Examine how the family influences the health of adolescents.
- 2.5 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.6 Describe how peers influence healthy and unhealthy behaviors.
- 2.7 Analyze how the school and community can impact personal health practices and behaviors.
- 2.8 Analyze how messages from media influence health behaviors.
- 2.9 Analyze the influence of technology on personal and family health.
- 2.10 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.11 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.13 Explain how school and public health policies can influence health promotion and disease prevention.

HEALTH EDUCATION STANDARD 3

Students will demonstrate the ability to access valid information and products and services to enhance health.

- 3.1 Analyze the validity of health information, products, and services.
- 3.2 Access valid health information from home, school, and community.
- 3.3 Determine the accessibility of products that enhance health.
- 3.4 Describe situations that may require professional health services.
- 3.5 Locate valid and reliable health products and services.

HEALTH EDUCATION STANDARD 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- 4.3 Demonstrate effective conflict management or resolution strategies.
- 4.4 Demonstrate how to ask for assistance to enhance the health of self and others.

HEALTH EDUCATION STANDARD 5

Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.3 Identify circumstances that can help or hinder healthy decision making.
- 5.4 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.5 Distinguish when individual or collaborative decision making is appropriate.
- 5.6 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.7 Predict the potential short-term impact of each alternative on self and others.
- 5.8 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.9 Analyze the outcomes of a health-related decision.

HEALTH EDUCATION STANDARD 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.3 Assess personal health practices.
- 6.4 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.5 Apply strategies and skills needed to attain a personal health goal.
- 6.6 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

HEALTH EDUCATION STANDARD 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.4 Explain the importance of assuming responsibility for personal health behaviors.
- 7.5 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.6 Demonstrate behaviors to avoid or reduce health risks to self and others.

HEALTH EDUCATION STANDARD 8

Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.4 Identify ways that health messages and communication techniques can be altered for different audiences.

6th Grade Middle School Health Education Content Standards
Content, Assessments, and Resources

Content	Performance Indicator	Assessment	Resources
<p><u>Unit 1 (Introduction, Self- Confidence, Responsibility, Communication Skills)</u></p> <p>(SFA) Orientation and Learning Names Replacing Put-downs with Put-ups Getting to Know You-Part 1 & 2 Three-Legged Stool of Self-Confidence ART of Listening Growing in Responsibility</p> <p>(TH) Changes During Teen Years Adolescence: Time of Change and Challenge Physical, Mental/Emotional, Social Changes</p> <p>Building Your Character What is Character? Character in Action Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship</p> <p>(LS)</p>	<p>1.1,1.2, 1.7, 2.1, 2.6, 2.7, 2.8, 3.2, 5.6</p> <p>1.1, 2.1, 2.4, 3.2, 4.2, 4.4, 5.3, 5.4, 5.6, 6.1, 6.4, 7.1, 7.2, 8.1</p> <p>1.1,1.2, 1.7, 2.1, 2.6, 2.7, 2.8, 3.2, 5.6</p>	<p>Written Work</p> <p>Class Participation</p> <p>Written Test</p> <p>Critical Thinking</p>	<p>Skills For Adolescence Curriculum (Unit - 1) Lessons: 1,3,4,5 (Unit - 2) Lessons: 1,3,8,7</p> <p>Teen Health Book Chapter 1 Lesson 2 Chapter 2 Lesson I</p> <p>Life Skills</p> <p>Various Handouts</p> <p><u>Videos:</u> "My Best Me"</p> <p>"Only One Me, Only One You"</p> <p>"Am I Normal"</p> <p>"Don't Pick on Me"</p>

<p><u>Unit 2 (Peer and Family Relationships)</u></p> <p>(SFA) Building Friendships From Friendship Cliques to Friendship Clicking Pressure: Inside and Out ASK: Three Steps To Stand Up For Yourself Handling Conflict in Friendship</p> <p>(TH) Changes in Friendships During Adolescence Qualities of a Good Friend Making Friends Cliques Peer Pressure and Refusal Skills Peer Pressure and Decisions Positive and Negative Pressure Refusal Skills Communication Styles Aggressive, Passive, Assertive</p> <p>(LS)</p> <p>(SFA) The Family Connection You and Your Family</p> <p>(TH) Getting Along With Your Family The Family Unit Types of Families Responsibilities Within the Family Changes in the Family Abuse</p>	<p>1.8, 1.9, 2.3, 2.5, 2.8, 2.9, 2.10, 3.2, 4.2, 6.1, 8.1</p> <p>1.1, 2.3, 2.7, 7.2, 8.11.8, 1.9, 2.3, 2.5, 2.8, 2.9, 2.10, 3.2, 4.2, 6.1, 8.1</p> <p>1.3,2.1,2.5,3.4,3.5,4.4,8.1</p> <p>1.3,2.1,2.5,3.4,3.5,4.4,8.1</p>	<p>Written Work</p> <p>Class Participation</p> <p>Written Test</p> <p>Critical Thinking</p> <p>Written Work</p> <p>Class Participation</p> <p>Written Test</p> <p>Critical Thinking</p>	<p>Skills For Adolescence Curriculum (Unit - 3) Lessons:1,3,6,7,9</p> <p>(Unit - 4) Lessons:1,2,6</p> <p>Teen Health Chapter 5 Lessons: 1,3 Chapter 6 Lessons 2</p> <p>Various Handouts</p> <p><u>Videos:</u></p> <p>"Bad Friendship"</p> <p>"What's Cool: The Popularity Game"</p> <p>"Resolution for Students (Peer Pressure)"</p> <p>"Bullying"</p> <p>"Me And My Parents"</p> <p>"When Home Means Trouble"</p>
<p><u>Unit 3</u> <u>Emotions/Stress/ Drug Abuse Prevention Part 1 (Tobacco Ed.)</u></p> <p>(SFA)</p>		<p>Written Work</p> <p>Class Participation</p> <p>Written Test</p>	<p>Skills For Adolescence Curriculum (Unit - 5) Lessons: 1,2,4,5,6,8</p> <p>(Unit - 6)</p>

<p>Exploring Emotions How We Influence Other's Emotions Both Negatively and Positively Spotlight On Stress Understanding Our Anger Buttons Keeping Cool When Your Hot</p> <p>(TH)</p> <p>Facts About Tobacco Tobacco Products Health Risks of Tobacco Use Chronic Bronchitis, Emphysema, Lung Cancer, COPD Cardiovascular Disease Tobacco Addiction Tolerance and Dependence Breaking the Tobacco Habit Withdrawal and Relapse Tobacco's Costs to Society Individual, Nonsmoker, Unborn Child, Lost Productivity</p> <p>(LS)</p> <p>Tobacco Myths and Realities Smoking and Biofeedback Staying Tobacco Free</p>	<p>1.1, 1.5, 1.7, 2.1, 2.4, 2.9, 3.2, 4.1, 4.4, 5.6, 6.1, 6.2, 7.2, 8.1</p> <p>1.8,1.9,2.3, 2.7,2.10, 3.3,3.5,4.2, 4.4 8.1,8.2,8.3,5.7,7.3</p> <p>2.1,2.4,2.5,2.7,4.2, 8.1</p>	<p>Critical Thinking</p>	<p>Lessons: 3,4</p> <p>Teen Health Chapter 5 Lessons: 1,3 4,5</p> <p>Life Skills</p> <p>Various Handouts</p> <p><u>Videos:</u></p> <p>"Drama Queens and Tough Guys"</p> <p>"Stress and You"</p> <p>"Smoking and Biofeedback"</p> <p>"How I Quit Smoking"</p>
<p><u>Unit 4 Drug Education</u> <u>Part 2 (Alcohol,</u> <u>Marijuana, & Other</u> <u>Drugs) Goal Setting</u></p> <p>(SFA)</p> <p>Alcohol: What's True and What's Not Marijuana: How Does It Affect a Young Person Additional Drugs That Are Commonly Abused (Trends)</p> <p>(TH)</p> <p>Drug Misuse and Abuse Addiction Marijuana and Other Illegal Drugs Short Term and Long Term Effects Club Drugs</p>	<p>1.3, 1.5, 4.2, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 8.2</p> <p>1.2. 1.5, 1.7, 1.6, 1.8,</p>	<p>Written Work</p> <p>Class Participation</p> <p>Written Test</p> <p>Critical Thinking</p>	<p>Skills For Adolescence Curriculum (Unit - 6) Lessons: 5,6,8,9</p> <p>(Unit - 7) Lessons: 1,2,4,7</p> <p>Teen Health Chapter 14 Lessons: 1,2,3,4,5</p> <p>Chapter 2 Lesson 1</p> <p>Life Skills</p> <p>Various Handouts</p> <p><u>Videos:</u></p>

<p> Date Rape Drugs Anabolic Steroids Narcotics, Stimulants, and Depressants Amphetamines, Cocaine, Methamphetamine Hallucinogens and Inhalants LSD, PCP Huffing/Dusting Getting Help </p>	<p> 1.9, 3.2, 3.4, 3.5, 4.1, 4.4, 5.2, 5.4, 5.5, 5.6, 5.7, 6.1, 7.2, 8.1, 8.2 </p>		<p> "This Is Your Brain On Alcohol" </p> <p> "Rushing/Crashing/Dying" (Meth) </p> <p> "Go Go Goals" </p> <p> "The Ron Gustafson Story: Turning Setback Into Comebacks" </p>
<p> (SFA) The Path of my Life: Looking Ahead Goal Setting Education Positive Role Models Profiles In Courage: Trying, Failing, and Trying Again </p>	<p> 1.1, 1.2, 1.7, 2.1, 2.6, 2.8, 3.2, 5.6, 6.1 </p>		
<p> (TH) Making Decisions and Setting Goals Realistic Goals The Goal Setting Process </p>	<p> 1.1, 2.1, 2.8, 2.10, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 8.1 </p>		

7th Grade Middle School Health Education Content Standards. Content, Assessments, and Resources

[illegible]

<p><u>Reproductive System</u> The Reproductive System The Male Reproductive System The Male Reproductive Problems The Female Reproductive System Female Reproductive Problems Care of the Reproductive System</p> <p>The Beginning of Life Building Block of Life Growth During Pregnancy Stages of Birth</p> <p>Heredity and Environment The One and Only You Heredity Environment Birth Defects</p> <p>From Childhood to Adolescence Stages of Development Stages of Childhood Adolescence</p> <p>Adulthood and Aging Stages of Adulthood Measuring Age</p>	<p>1.1, 1.5, 3.1, 7.1 7.2, 8.1</p> <p>3.1</p> <p>1.1, 1.3, 1.4, 7.2 8.1, 8.3</p> <p>1.2, 2.5, 5.6, 8.1</p> <p>1.1, 1.2, 2.6, 6.2, 6.3, 6.4, 8.1, 8.2</p>	<p>Packet Evaluation</p> <p>Critical Thinking</p> <p>Written Assessment</p> <p>Class Discussion</p> <p>Test</p>	<p>Teen Health Book Chapter 16 Lesson 1 Chapter 17 Lesson 1,2,3,4</p> <p>Various Handouts</p> <p><u>Videos</u> "You and Your Body" "The New Improved Me" "Human Growth" "Always Growing - Always Changing" (Menstruation)</p> <p>"Caught In The Web" (Online Predators"</p>
<p><u>Respiratory & Circulatory Unit</u> Respiratory System Breathing Functions & Parts Problems and Care</p> <p>Circulatory System Body's Transport System</p>	<p>1.5, 1.7</p> <p>1.5, 1.7, 1.8, 1.9, 7.1, 8.1</p>	<p>Packet Evaluation</p> <p>Critical Thinking</p> <p>Written Assessment</p>	<p>Teen Health Book Chapter 12 Lesson 4</p> <p>Chapter 19 Lessons: 2,3</p> <p>Various Handout</p>

<p>Circulation and the Body Cells Blood Problems and Care Blood Pathway</p> <p>Heart and Circulatory Problems What is Heart Disease Other Cardiovascular Diseases Treating Heart Disease Heart Disease Prevention</p>	<p>1.1,1.4, 1.5,1.6, 1.7, 1.8,1.9, 3.2, 3.4, 6.2, 6.3, 7.1, 7.2, 8.2</p>	<p>Class Discussion</p> <p>Test</p>	<p><u>Videos</u></p> <p>"Breath Of Life"</p> <p>National Geographic "Respiratory/Circulatory"</p> <p>"Biological Concepts: Cardiovascular Disease"</p>
<p><u>Social Wellness & Violence Prevention</u></p> <p>What Is Health and Wellness? Health Triangle Wellness and Total Health Wellness Continuum</p> <p>Taking Responsibility for Your Health Choosing to Live Healthfully Risks and Your Health Reducing Risks Choosing Abstinence</p> <p>You and Your Relationships The Foundation of Social Health Differences Among relationships Building Healthy Relationships</p> <p>The Nature of Conflict What is Conflict? Kinds of Conflict Bullying</p> <p>Preventing Conflict Why Conflicts Build Anger, Jealousy, Group Pressure Alcohol and Other Drugs</p> <p>Avoiding and Preventing Violence The Many Faces Of Violence Factors in Teen Violence School Violence</p>	<p>1.1, 1.2, 1.5, 1.6, 1.8, 1.9, 3.1, 6.1, 6.2, 7.1, 7.2</p> <p>1.1, 1.5, 1.6, 1.7, 1.8, 1.9, 2.7, 2.8, 2.9, 3.2, 3.4, 5.2, 5.5, 5.6, 5.7, 6.1, 6.2, 7.1, 7.2, 8.1</p> <p>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 6.1, 6.4, 7.2,</p> <p>1.9, 2.1, 2.3, 2.5, 2.8, 4.1, 4.3, 4.4, 5.2, 5.4, 5.6, 8.1</p> <p>1.5, 1.9, 2.7, 2.9, 4.3, 4.4, 5.4, 5.6, 6.1, 7.2, 8.1</p> <p>1.3, 1.5, 1.8, 1.9,2.4, 2.5, 2.9, 2.10, 6.1, 7.3</p>	<p>Packet Evaluation</p> <p>Critical Thinking</p> <p>Written Assessment</p> <p>Class Discussion</p> <p>Test</p>	<p>Teen Health Book Chapter 1 Lesson 1,3</p> <p>Chapter 6 Lesson 1</p> <p>Chapter 7 Lessons: 1,2</p> <p>Chapter 8 Lessons: 1,2,3,5</p> <p>Various Handouts</p> <p><u>Videos</u></p> <p>"Risky Business"</p> <p>"Teens Confronting Violence"</p> <p>"The Ripple Effect"</p> <p>"Cruel Schools"</p>

Protecting Yourself from Violence			
Dealing With Violence			
Effects of Violence on victims	1.5, 3.4, 4.4, 7.3,		
Getting Help	8.1, 8.3		
Bullying and Harassment	2.3, 2.4, 4.1, 4.2,		
Dealing with a Bully	4.3, 4.4, 7.3		
Dealing with Harassment			
Preventing and Coping With Abuse	1.3, 1.4, 1.5, 2.1,		
Those Affected by Abuse	2.2, 3.2, 4.4, 7.2,		
The Cycle of Abuse	7.3, 8.1		
Help With Abuse Problems			

8th Grade Middle School Health Education Content Standards **Content, Assessments, and Resources**

Content	Performance Indicator	Assessment	Resources
<p><u>Mental Health Unit</u></p> <p>Mental and Emotional Health What makes you who you are Self-Esteem Understanding and Managing your feelings</p> <p>Understanding Your Emotions What are Emotions Expressing Emotions Recognizing Emotional Needs</p> <p>Managing Stress What is Stress The Body's Response to Stress Excess Stress Skills For Managing Stress</p> <p>Coping With Loss Loss Coping with Grief</p> <p>Mental And Emotional Disorders Kinds of Mental and Emotional Disorders Anxiety Disorders Personality Disorders Schizophrenia</p> <p>Suicide Prevention Suicide Providing Support</p> <p>Help For Mental and Emotional Disorders What to do if you need help Kinds of Help</p>	<p>1.2, 2.1, 2.8, 3.2, 6.1, 6.2, 8.1</p> <p>1.5, 3.2, 4.4, 5.6, 6.2, 7.2</p> <p>1.1, 1.5, 1.7, 2.1, 2.9, 4.1, 7.2, 8.1</p> <p>1.5, 1.7, 7.2,</p> <p>1.6, 2.1, 2.9, 3.2, 3.3, 3.4, 4.4, 5.1</p> <p>1.5, 1.6, 2.1, 3.2, 3.4, 4.4, 7.1, 7.2, 7.3, 8.1, 8.2</p> <p>1.1, 1.5, 1.6, 3.2, 3.3, 3.4, 3.5, 4.4, 7.2, 7.3, 8.2</p>	<p>Packet Evaluation</p> <p>Test</p> <p>Thinking Critically</p> <p>Writing Assessment</p> <p>Class Discussion</p>	<p>Teen Health Book Chapter 3 Chapter 4</p> <p>Various Handouts</p> <p><u>Videos:</u> "I Don't Have a Problem, The Path To Addiction"</p> <p>"Taking Care Of Me"</p> <p>"Top Secret, A Teenagers Cry for Help"</p> <p>"Alcohol and Attitude"</p> <p>"Stress And Anxiety"</p>

<p><u>Family Living Unit</u></p> <p>Friendships During Adolescence Friendships Cliques Dating</p> <p>Limits and Abstinence Limits: Invisible Boundaries Choosing Abstinence Healthy Ways of Displaying Affection</p> <p>Marriage and Parenthood</p> <p>Abuse What is Abuse Kinds of Abuse Effects of Abuse</p> <p>Sexually Transmitted Diseases What are STD's Common STD's Practicing Abstinence</p> <p>HIV/AIDS What is HIV? What is AIDS? Fighting AIDS Preventing HIV/AIDS</p>	<p>1.1, 2.3, 2.7, 7.2, 8.1</p> <p>1.5, 1.8, 1.9, 2.1, 2.10, 4.2, 4.3, 4.4, 5.2, 5.4, 5.6, 5.7, 6.2, 6.3, 6.4, 8.1</p> <p>1.3, 1.7, 2.9, 4.3, 5.7, 6.2, 6.3, 6.4, 8.1</p> <p>1.3, 2.1, 3.4, 4.4, 8.3</p> <p>1.5, 1.7, 1.8, 1.9, 2.3, 2.8, 3.4, 5.2, 5.6, 5.7, 7.2, 7.3, 8.1</p> <p>1.8, 1.9, 2.9, 3.2, 3.4, 5.7, 6.1, 6.2, 6.3, 6.4, 7.3</p>	<p>Packet Evaluation</p> <p>Test</p> <p>Class Discussion</p>	<p>Teen Health Book Chapter 5 Lesson 1 & 4 Chapter 6 Lesson 3</p> <p>Chapter 8 Lesson 4 Chapter 18 Lesson 4 & 5 Various Handouts</p> <p><u>Videos:</u> "Teenage Sex, Resisting the Pressure"</p> <p>"No Means No"</p> <p>"No Excuses" (Sexual Harassment)</p> <p>"When Dating Turns Dangerous"</p> <p>"Update, Sexually Transmitted Diseases"</p> <p>"AIDS, One Teenagers Story"</p>
<p><u>Injury Prevention/First Aid Unit</u></p> <p>Safety in the Home and at School Developing Safe Habits The Accident Chain Fire Safety</p> <p>Safety on the Road and Outdoors Traffic Safety Safety on Wheels and Motorized Vehicles Pedestrian Safety Recreational Safety</p> <p>Safety in Weather Emergencies Hazardous Weather and Natural</p>	<p>1.3,1.5,1.8,1.9,2.10, 7.1,7.2,7.3,8.1,8.2</p> <p>1.3, 1.5, 1.7, 2.10, 3.1, 5.6, 6.1, 7.1, 7.2</p> <p>1.3,1.5,1.7,2.10,3.1, 5.6,6.1,7.1,7.2</p>	<p>Packet Evaluation</p> <p>Test</p> <p>Thinking Critically</p> <p>Writing Assessment</p> <p>Class Discussion</p>	<p>Teen Health Book Chapter 20 Lessons:1,2,3,4,5,6</p> <p>Various Handout</p> <p><u>Videos:</u> "First On The Scene"</p> <p>"Shock"</p> <p>"Dying High In The</p>

Disasters			ER"
Basic First Aid Taking Universal Precautions First Aid Steps	1.3,1.5,3.2,3.3,3.4, 3.5		"Playing it Safe"
First Aid for Common Emergencies Sprains, Fractures, Insect Bites, Burns, Poisoning, Foreign Object The Eye, Nosebleed, Fainting, Heat Related Illnesses	1.1,1.5, 3.4,3.5,4.4,5.2,7.2,8.1		
Life-Threatening Emergencies Choking, Severe Bleeding, CPR, Shock, Heart Attack, Stroke	1.3,1.5, 3.4, 4.1,7.1		
<u>FITT Performance</u>			
Eating Disorders What are Eating Disorders? Help for People with eating disorders.	1.2,1.8,1.9,2.8,2.9,3.4, 4.4,8.2,8.3	Packet Evaluation	Teen Health Book Chapter 11 Lesson: 2 Chapter 9 Lesson: 1,2,3
Nutritional Concerns How many calories do I need?	1.1,1.2,1.5,2.10	Written Test	Various Supplements
Body Composition Underwater Weighing Skin-fold Test Electrical Impedance	1.1,1.4,1.5,3.2,6.2,	Writing Assessment	<u>Videos:</u> "The Human Machine"
Weight Control and Maintenance Energy Needs	1.1,1.2,1.5,1.7,2.5,5.6, 5.7,7.2,8.1	Class Discussion	"The Secret Life of Mary-Margaret: Portrait of a Bulimic"
Benefits of Physical Activity Choosing an Active Lifestyle	1.1,1.4,1.5,1.7,3.2,6.2, 7.2,8.2	Fitness Profile	"Athletes, Alcohol and Steroids: What's Wrong With This Picture?" "Supersize Me"
Physical Activity and Fitness Why is Physical Activity Important? Endurance, Strength, and Flexibility Measures of Fitness Heart and Lung Endurance	1.1,1.4,1.5,1.7,3.2,6.2, 7.2,8.2		
Fitness and a Health Attitude Fitness Target Zones Frequency Intensity	1.1,1.4,1.5,3.2,6.2,6.3, 7.1,7.2		

<p>Time Task</p> <p>School Fitness Educational Pyramid</p> <p>Fat Burning Zone</p> <p>Healthy Heart Zone</p> <p>Kick It Zone</p> <p>Power Zone</p> <p>Red Zone</p> <p>Cholesterol Facts and Figures</p> <p>HDL vs. LDL</p> <p>Triglycerides</p> <p>High Blood Pressure</p> <p>What Increases Risk for Heart Attack and CV Disease?</p> <p>Setting Fitness Goals</p> <p>Identifying Your Fitness</p> <p>Choosing Activities</p> <p>Creating a Schedule</p> <p>Building Fitness Levels</p> <p>Monitoring Your Heart Rate</p>	<p>1.1,1.5,1.7,6.2,6.3,7.1 7.2</p> <p>1.1,1.5,1.7,2.5,3.2,7.2</p> <p>1.1,1.5,1.7,6.2,6.3,7.1 7.2</p>		
<p><u>D.A.R.E.-</u> Drug Abuse Resistance Education</p> <p>Overview of D.A.R.E.</p> <p>Functions of the Brain</p> <p>Drug Influence Signs and Symptoms</p> <p>Media Influences</p> <p>Which Advertising Technique is used</p> <p>Public Service Announcements</p> <p>Make Own PSA</p> <p>What's Your Guess</p> <p>Headline News: Cigarettes</p> <p>Headline News: Alcohol</p> <p>Headline News: Inhalants</p> <p>Headline News: Marijuana</p> <p>"The Movies"</p> <p>Possible Refusal Responses</p> <p>Key Assertive Behaviors</p> <p>"Hangin Out at Anthony's"</p>	<p>1.1,1.4,1.6,</p> <p>1.1,1.8,1.9,</p> <p>2.5,2.10,8.4</p> <p>1.1,2.7,3.1,3.2,3.5</p> <p>4.1,4.2,4.3</p> <p>4.1,7.2,7.3</p>	<p>Workbook Evaluation</p> <p>Class Discussion</p>	<p>D.A.R.E. Workbook</p> <p>Improv- Domestic Abuse</p> <p>School Counselors- Peer Pressure, Drug use consequences</p> <p>SWAT Team</p> <p>Seminar on Meth use</p> <p>Police Officers</p> <p>Speakers on Huffing, Meth, etc.-personal accounts</p> <p><u>Various Videos:</u></p> <p>"The Marijuana Papers: Research Update"</p>

Feedback Guide for Role-Playing "Cooling it" Scenarios Guide Social and Legal Responsibilities	1.1,2.2,5.1,5.6,7.1,7.2, 7.3		"Rushing, Crashing, Dying: The Meth Epidemic" "Natural High"
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SPECIAL TOPICS TAUGHT IN MMS HEALTH CURRICULUM

Physical Health

1. Fitness Assessments
 - a. Flexibility, Strength, Endurance, %Body Fat, Height/Weight
 - b. Target Heart Rate
 - c. Basal Metabolic Rate
 - d. Body Fat Index
 - e. Use of technologies
2. PE Skills For Lifetime Fitness
3. PE Skills For Team Sport Interaction
4. Degenerative Diseases and Disorders
 - a. Diabetes
 - b. Cancer
 - c. Cardiovascular Disease
 - d. Obesity
 - e. Genetic Risk Factors
5. Safety Education & Behavioral Risks Factors
 - a. Accident Prevention (seat belt and helmet usage)
 - b. First Aid

Mental & Emotional Health

1. Wellness Triangle & Continuum
2. Wellness Surveys
3. Stress Management Strategies
 - a. Emotional understanding and anger management
4. Suicide prevention
5. Death & Dying Issues
 - a. Grief Stages
6. Addiction Prevention
 - a. Tobacco, alcohol, other drugs
 - b. Eating disorders
 - c. Internet & video games
7. Self-confidence & Decision Making Skills
 - a. Dealing with failure
 - b. Goal setting steps

Social & Emotional Health

1. Healthy Peer Relationships
 - a. Communication/listening (assertiveness and refusal skills)
 - b. Sexual harassment
 - c. Bullying
 - d. Peer pressure
 - e. Teamwork
 - f. Conflict Resolution (peer mediation)
2. Healthy Family Relationships
 - a. Communication/listening skills (affective listening)
 - b. Responsibilities of the family
 - c. Defining needs and wants
 - d. Conflict Resolution
 - “The 4 C’s” (communication, cooperation, consideration, compromise)
3. STD’s & AIDS Awareness Prevention
 - a. Abstinence
4. Reproductive Health
 - a. Body System
 - b. Emotional and Physical Changes
5. Violence Prevention
 - a. Rape Prevention and Abuse
 - b. School Related Issues
 - Student handbook (weapons)
 - Respect for school property
6. Internet Safety
 - a. Sexual Predators

Wellness Assessment Middle School

Wellness grades are given each quarter. Scores from written tests, motor and fitness tests, as well as required daily participation are used to assess students in physical education. Written tests and graded assignments determine the health grade. Wellness Activity percentages are combined into a wellness grade.

Wellness/Health grades are determined by the following percentages:

98-100	A+
94-97	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
59 & below	F

HIGH SCHOOL NATIONAL HEALTH STANDARDS

HEALTH EDUCATION STANDARD 1

Students will comprehend concepts related to health promotion and disease prevention and disease prevention to enhance health.

- 1.1 Predict how healthy behaviors can affect health status.
- 1.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.3 Analyze how environment and personal health are interrelated.
- 1.4 Analyze how genetics and family history can impact personal health.
- 1.5 Propose ways to reduce or prevent injuries and health problems.
- 1.6 Analyze the relationship between access to health care and health status.
- 1.7 Compare and contrast the benefits of and barriers to practicing a variety of health behaviors.
- 1.8 Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.
- 1.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

HEALTH EDUCATION STANDARD 2

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.1 Analyze how family influences the health of individuals.
- 2.2 Analyze how the culture supports and challenges health beliefs, practices and behaviors.
- 2.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.4 Evaluate how the school and community can impact personal health practices and behaviors.
- 2.5 Evaluate the effect of media on personal and family health.
- 2.6 Evaluate the impact of technology on personal, family and community health.
- 2.7 Analyze how the perceptions of norms influence health and unhealthy behaviors.
- 2.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

HEALTH EDUCATION STANDARD 3

Students will demonstrate the ability to access valid information and products and services to enhance health.

- 3.1 Analyze the validity of health information, products and services.
- 3.2 Use resources from home, school and community that provide valid health information.
- 3.3 Determine the accessibility of products and services that enhance health.
- 3.4 Determine when professional health services may be required.
- 3.5 Access valid and reliable health products and services.

HEALTH EDUCATION STANDARD 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.1 Utilize skills for communicating effectively with family, peers, and others to enhance health.
- 4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

- 4.3 Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.
- 4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

HEALTH EDUCATION STANDARD 5

Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.1 Examine barriers that can hinder healthy decision that can hinder healthy decision-making.
- 5.2 Determine the value of applying a thoughtful decision making process in health related situations.
- 5.3 Justify when individual or collaborative decision-making is appropriate.
- 5.4 Generate alternatives to health related issues or problems.
- 5.5 Predict the potential short and long-term impact of each alternative on self and others.
- 5.6 Defend the healthy choice when making decisions.
- 5.7 Evaluate the effectiveness of health-related decisions.

HEALTH EDUCATION STANDARD 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.1 Assess personal health practices and overall health status.
- 6.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.4 Formulate an effective long-term personal health plan.

HEALTH EDUCATION STANDARD 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.1 Analyze the role of individual responsibility in enhancing health.
- 7.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

HEALTH EDUCATION STANDARD 8

Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.1 Utilize accurate peer and societal norms to formulate a health-enhancing message
- 8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.3 Work cooperatively as an advocate for improving personal, family and community health.
- 8.4 Adapt health messages and communication techniques to a specific target audience.

Brookings High School Health Curriculum

Content	Performance Indicator	Assessment	Resources
<p><u>Health and the Body</u></p> <p>Exercise</p> <ul style="list-style-type: none"> F.I.T.T principle Overload principle Elements/Components of exercise Personalized exercise program <p>Sleep</p> <ul style="list-style-type: none"> Quality sleep Physical and mental benefits of sleep Understanding sleep disorders Dreams <p>Nutrition</p> <ul style="list-style-type: none"> Understanding good nutrition Food pyramid Reading labels Healthy eating patterns Disordered eating patterns Influences on eating patterns (family, cultural, etc.) Nutritional analysis Fast food dining 	<p>1.12.1</p> <p>3.12.2</p> <p>5.12.5</p> <p>6.12.2</p> <p>6.12.4</p> <p>7.12.2</p>	<p>**Journals, Assignments, Quiz/Test, and Packets</p> <p>Partner share</p> <p>Small group work</p> <p>Class discussion</p> <p>Exercise plan</p> <p>Nutritional analysis</p> <p>Bonus Buck Challenge</p> <p><u>**these assessments in each unit</u></p>	<p>www.fitday.com</p> <p>www.nat.uiuc.edu/</p> <p>Student unit packet</p> <p>Sioux Valley (Sanford) booklet – “Drive thru Dining”</p> <p>Health textbook</p> <p>DVD – “Battling Eating Disorders”</p> <p>DVD – “Food Myths w/ John Stossel” (20/20)</p> <p>DVD – “Health News and Interviews” (clips ‘07)</p>
<p><u>Media and Advertising</u></p> <p>Advertising techniques(hooks)</p> <p>Analysis</p> <ul style="list-style-type: none"> Magazines TV/Movies/DVD Music 	<p>2.12.2</p> <p>2.12.3</p> <p>2.12.5</p> <p>2.12.7</p>	<p>**</p> <p>Essay – critical thinkers and listeners (MLK lesson)</p>	<p>DVD – “Health News and Interviews” (clips ‘07)</p> <p>Current 30 m.program w/ commercials; Student packet and worksheets; Text; Current magazines; Current Health – 3/08; Teaching Tolerance - Spr 08 w/ Dr. MLK : “...Life’s Blueprint” & lyrics from U2’s – “One”</p>
<p><u>Health and the Mind</u></p> <p>Decision Making</p> <ul style="list-style-type: none"> Values Models Process <p>Stress</p> <ul style="list-style-type: none"> Understanding stress Managing stress/coping skills <p>Emotions</p> <ul style="list-style-type: none"> Types of emotions Expressing emotions Recognizing emotional needs and responses Coping with emotions Resiliency <p>Mental Disorders</p> <ul style="list-style-type: none"> Disorders of the mind Seeking help for self and others 	<p>1.12.3</p> <p>2.12.8</p> <p>3.12.2</p> <p>3.12.4</p> <p>4.12.3</p> <p>5.12.2</p> <p>8.12.4</p>	<p>**</p> <p>Research paper</p> <p>“Balloon Buster”</p>	<p>Student packet and worksheets</p> <p>Health textbook</p> <p>www.webmd.com</p> <p>www.mayoclinic.com</p> <p>Brookings High School library homepage</p> <p>Video – “One of a Kind”</p> <p>Books - “Rhinos and Raspberries”</p> <p>DVD – “Ordinary People Doing Extraordinary Things”</p> <p>DVD – “Health News and Interviews” (clips ‘07)</p>

(Kindergarten lessons on bullying & speaking kindly) <u>Loss, Grieving, Death and Dying</u> Depression Types of Loss Grief <ul style="list-style-type: none"> • The grieving process • Helping a loved one/friend through the process • Helping yourself through the process Coping Skills <ul style="list-style-type: none"> • Healthy vs. unhealthy ways of coping • Recognizing skills we already have • Developing new healthy skills Resiliency Suicide <ul style="list-style-type: none"> • Warning signs • Seeking help for self and others • Providing support 	1.12.2 4.12.1 5.12.2 7.12.1	**	Student packet and worksheets DVD – “Tuesdays with Morrie” DVD – “A Cry for Help” DVD – “Health News and Interviews” (clips '07) Pamphlet – “Death and Grieving; When Someone Close Dies” Booklet – “Death and the Adolescent” Health Textbook
<u>Addictions</u> Drug categories Prescription and non-prescription drugs Antibiotic resistance Use/misuse/abuse of drugs OTC's Caffeine Types of addictions (action, behavior, substance) <ul style="list-style-type: none"> • Process of addiction • Addiction triangle • Understanding environmental and psychosocial influences • Physiology of addiction • Addictive thinking • Behavioral signs • Physical and psychological addictions Influence of addictions on the brain Natural highs	1.12.1 1.12.3 1.12.4 2.12.1 2.12.3 2.12.7 7.12.3	**	Student packet and worksheets Booklet – “No Matter What the Consequences” Health Textbook DVD – “Health News and Interviews” (clips '07)

<p><u>Alcohol and Tobacco</u></p> <p><u>Alcohol</u> Path of alcohol in the body Synergistic effect of drugs Different types of drinkers Phases of use Alcoholism <ul style="list-style-type: none"> • Stages of alcoholism • Understanding trigger points • Risk reduction • Seeking help for self or others Drinking and driving Alcohol poisoning <ul style="list-style-type: none"> • Signs of alcohol overdose • Providing help Fetal alcohol syndrome</p>	<p>1.12.3 1.12.4 1.12.8 5.12.4</p>	<p>**</p>	<p>Student packet and worksheets; Text</p> <p>DVD – “Dead Drunk The Kevin Tunell Story”</p> <p>DVD – “Death by Alcohol: The Sam Spady Story”</p> <p>DVD – “Health News and Interviews” (clips ‘07)</p> <p>Prevention Research Institute – “Prime for Life for Adults”</p>
<p><u>Alcohol and Tobacco (cont.)</u></p> <p><u>Tobacco</u></p> <ul style="list-style-type: none"> • Forms of tobacco products (cigarette, pipe, cigar, smokeless, bidis) • (Clove cigarettes) • Why teens smoke • Chemicals of tobacco • Effects of nicotine • Smoking and disease • Types of smoke • Smoking cessation • Smoking in public places 		<p>(as above)</p>	<p>(as above)</p>
<p><u>Illicit Drugs</u></p> <p>Physical and psychological effects of substance abuse</p> <ul style="list-style-type: none"> • Depressants • Hallucinogens • Inhalants • Narcotics • Stimulants • Club drugs • Cannabis <p>Why teens use</p> <p>The “price “of use (monetary, family, etc.)</p> <p>Exploring: myth vs. fact</p>	<p>4.12.2 5.12.5 5.12.6 5.12.7</p>	<p>**</p> <p>Research paper</p> <p>Marijuana – small group presentations</p>	<p>Video – “Trapped In Purple Haze”</p> <p>DVD – “Health News and Interviews” (clips ‘07)</p> <p>Prevention Research Institute – “Prime for Life for Adults”</p> <p>Health textbook</p>
<p><u>Relationships</u></p> <p>Keys to a healthy relationship</p> <p>Friendships and dating</p> <p>Love vs. infatuation</p> <p>Understanding various “love languages”</p> <p>Signs of unhealthy/codependent relationships</p> <p>Date rape/ways to try to keep safe</p> <p>Physical and emotional effects of premarital</p>	<p>1.12.2 4.12.1 4.12.3 5.12.3 5.12.5 7.12.1</p>	<p>**</p> <p>“Talking Behind My Back”</p> <p>“Battle of the Sexes”</p>	<p>Student packet and worksheets</p> <p>Health textbook</p> <p>DVD – Morrie Schwartz: “Lessons on Living”</p> <p>DVD – “Health News</p>

sex Setting boundaries Making healthy, informed decisions Abstinence STI's/STD's; HIV/AIDS			and Interviews" (clips '07)
<u>First Aid Review (time permitting)</u> Legal considerations and terminology Primary and secondary survey CPR and Obstructions (conscious and unconscious) <ul style="list-style-type: none"> • Adult • Child • Infant Poisoning and common emergencies Small group presentations (video/skit) <ul style="list-style-type: none"> • Broken bones • Heart attack • Severe bleeding • Hypothermia • Poisoning 	3.12.3 3.12.4 8.12.2	** Video/skit – small group project	Current Red Cross First Aid Training information Health textbook